

UMBC UGC Change in Existing Course: EDUC 311 - Psychological Foundations of Education

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Proposed Effective Date: Spring 2019

	Name	Email	Phone	Dept
Dept Chair or UPD	Jonathan Singer	jsinger@umbc.edu	5-2465	Education
Other Contact	Linda Oliva	oliva@umbc.edu	5-2382	Education

COURSE INFORMATION: (please provide all information in the “current” column, and only the information changing in the “proposed” column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	EDUC 311	
	Formal Title	Psychological Foundations of Education	
<input type="checkbox"/>	Transcript Title (≤30c)		
<input type="checkbox"/>	Recommended Course Preparation		
<input type="checkbox"/>	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.		
<input type="checkbox"/>	# of Credits Must adhere to the UMBC Credit Hour Policy	3	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits		Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
X	Grading Method(s)	X Reg (A-F) X Audit X Pass-Fail	X Reg (A-F) X Audit <input type="checkbox"/> Pass-Fail

CURRENT CATALOG DESCRIPTION:

EDUC 311 - Psychological Foundations of Education

(3.00)The psychology of school learning will be explored. There will be an overview of theories of teaching, learning, motivation and related research, including the philosophical assumptions underlying each - within the dynamics of context of class, culture, race and gender issues - The overall focus will be an exploration of ways of knowing and ways that learners construct knowledge. Emphasis is placed on empirical findings and their implications for the process of schooling. Topics include instructional models and objectives, conditioning, skill acquisition, verbal learning, memory, problem-solving, creativity and discovery learning.

Course ID: 53459

Consent: Department Consent Required

Components: Lecture

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences):

This course explores the psychological foundations of teaching and learning. The developmental, behavioral, social, cognitive, and motivational theories of behavior that improve the learning process and promote educational success for all students are explored. Differentiated and multicultural approaches to teaching, effective classroom management, multiple ways of knowing, lesson planning, and equitable assessment methods are addressed. There is an emphasis on empirical findings and their implications for increasing the effectiveness of schooling.

RATIONALE FOR CHANGE: This description more accurately reflects the course content and scope.